



National Professional Development Grant: Performance Reports

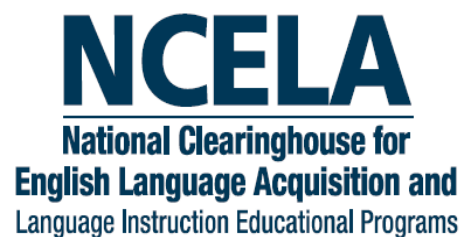
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NCELA is operated under contract ED-04-CO-0094/0002 from the US Department of Education to The George Washington University. Our mission is to provide technical assistance information to state education agencies, local education agencies, and others regarding the education of English language learners.

- Welcome to the webinar on “ **National Professional Development Grant: Performance Reports.**” Today’s webinar is hosted by the National Clearinghouse for English Language Acquisition, NCELA, located at the Graduate School of Education and Human Development at The George Washington University, funded through a contract with the U.S. Department of Education's Office of English Language Acquisition.
- NCELA's mission is to provide technical assistance information to state and local educational agencies on issues pertaining to English language learners.
- My name is Kathia Flemens, Ph.D., a Research Scientist at NCELA and your webinar facilitator.



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1-866-229-3239.**





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Our Presenters:

Cynthia Ryan, Discretionary Grants Division Director, Office of English Language Acquisition (OELA), U.S. Department of Education

Samuel López, NPD Program Manager, Office of English Language Acquisition (OELA), U.S. Department of Education



National Professional Development (NPD) Program *Grantee Performance Reporting*



Sam Lopez, NPD Program Manager,
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Overview of The *Government Performance and Results Act (GPRA)*

- A law passed in 1993 requiring all federally funded agencies to develop and implement an accountability system based on performance measurement.
- Data for *GPRA* performance measures are collected through the grantee performance report form completed by grantees.
- Program Offices use *GPRA* data to help make decisions about grantee continuation funding and to show overall program progress by aggregating data across grantees.
- *GPRA* data may also be used by Congress to determine future program funding.

NPD GPRA Measures

Objective: To improve the quality of teachers of LEP students.

- **Measure 1.1:** The percentage of pre-service program completers who are state and/or locally certified, licensed, or endorsed in LEP instruction.
- **Measure 1.2:** The percentage of pre-service program completers who are placed in instructional settings serving LEP students within 1 year of program completion.
- **Measure 1.3:** The percentage of pre-service program completers who are providing instructional services to LEP students 3 years after program completion. (This measure applies to grants awarded in 2011 onward).

NPD *GPRA* Measures (continued)

- **Measure 1.4:** The percentage of paraprofessional program completers who meet state and/or local qualifications for paraprofessionals working with LEP students. (Not pre-service teacher paraprofessionals)
- **Measure 1.5:** The percentage of in-service teacher completers who complete state and/or local certification, licensure, or endorsement requirements in LEP instruction as a result of the program. (All grantees serving in-service teachers report)
- **Measure 1.6:** The percentage of in-service teacher completers who are providing instructional services to LEP students.

Types of Reports

- Annual Performance Report (APR)
 - Contains target *GPRA* performance data specific to each budget period
 - Due each Spring (May 30, 2012)
- Complete Data Report (CDR)
 - Contains actual *GPRA* performance data specific to each budget period
 - Due each Fall after each performance period (October 31, 2012)
- Final Performance Report (FPR)
 - Contains actual *GPRA* performance data for the final budget period
 - Due within 90 days after the end of the project period (including any period of no-cost extension)
- **All reports use the NPD Grantee Performance Report Form.**

Final Performance Report (FPR)

- **Report Sections**

- Cover Sheet –All sections
- Executive Summary—Use template, narrative summary on all years of the project.
- *GPRA* Performance Data (Section A)—Only for grantees that served pre-service, in-service teachers or paraprofessionals
- *GPRA* Performance Data (Section A) 2007 grantees will report based on participants served/completed **during the reporting period** (July 2, 2011-July 1, 2012 and NCE period) and participants who completed **the year prior**

Final performance Report

- Information on Project Goals and Objectives (Section B)—Reports data on **final project year** (and any period of no-cost extension) only, **not all years, data is not cumulative**
- Budget Information (Section C)—explanation if funds have not been drawn down, not expended at expected rate, changes to the budget.
- Additional Information (Section D)--Conclusion about the success of the project and its impact, barriers encountered

Final Performance Report

- Grantees report actual performance data on GPRA measures for the final budget period.
- The Reporting period is the final project year (5th year, from July 2, 2011-July 1, 2012) plus any period of no-cost extension.
- Report is due **October 2, 2012** or within 90 days after any period of no-cost extension.
- 2007 grantees **do not** submit a Spring APR or a Fall CDR
- 2007 grantees will **not** report on pre-service participants who completed the program of study 3 years prior.

Final Performance Report

- Grantees may request a no-cost extension for up to 12 months.
- Contact your OELA program specialist now if you believe you may need a no-cost extension.

Annual Performance Report (APR)

Report Due: 5/30/12

- **Report Sections**

- Cover Sheet (all items) Grantee Business Office completes Number 8 *Budget Expenditure* of the Cover Sheet. The Cover Sheet includes an electronic signature of the authorized representative, not the Project Director, or fax the Cover Sheet to your NPD program specialist.
- Executive Summary—Targets for years 2, 3, 4, 5, descriptive summary of activities and outcomes **(New)**

Annual Performance Report

GPRA Performance Data (Section A) (for projects that serve in-service teachers, pre-service teachers, paraprofessionals)

- Reports Targets, not Actual Data

Project Goals and Objectives (Section B)

- Includes quantitative data supported by narrative *Explanation of Progress*.
- Reports on activities conducted from the beginning of the budget period until 30 days before the report is due (9/1/11-4/30/12)

APR— Explanation of Progress

- Section B—Project Objectives
 - Progress in meeting each project objective
 - Activities in progress or completed
 - An explanation if progress was not made and steps for addressing the issue.
 - How data and information were used to make improvement in the project.

Annual Performance Report

Budget Information (Section C)

- If funds have not been drawn down from G5 to pay for the budget expenditure amounts reported in items 8 (cover sheet) provide explanation. (coordinate with budget office)
- Explain expectations for anticipated unexpended funds at the end of the current budget period. (carryover)
- Describe significant changes to the budget , anticipated changes to the budget

Annual Performance Report

Additional Information (Section D)

- Changes in partners, activities, Project Director
- Unanticipated outcomes, benefits
- Any progress not reported in the previous report

Annual Performance Report

- Reporting period from beginning of project period to 30 days before report is due. (Does not report on a full year)
- Grantees report target GPRA performance data (not Actual)
- Targets should reflect what was approved in the grant application or what was approved in writing subsequent to the application.
- Targets should be based on program design, expectations
- Targets are annual, based on each budget year
- Targets are not reported for 3 year GPRA performance measure
- Consider strategies for follow-up of completers, graduates
- Attempt to follow-up all graduates

Complete Data Report (CDR)

- **Due date: October 31, 2012 (New Date)**
- **Report Sections**
 - Cover Sheet (Only Items 1-7 and signature)
 - Executive Summary (Uses template)
 - GPRA Performance Data (Section A) (Actual Data)
- **Do Not Complete**
 - Information on Project Goals and Objectives (Section B)
 - Budget Information (Section C)
 - Additional Information (Section D)
- Grantees report actual GPRA performance data specific to each budget period.

Complete Data Report

- If your program served in-service or pre-service teachers or paraprofessionals during the reporting period you would submit a Complete Data Report, even if you did not produce completers.
- If your program served other than personnel above, submit for an Executive Summary and coversheet only.

Explanation of Progress--CDR

Section A—GPRA

- Reasons for data discrepancies.
- How targets were determined.
- An explanation if progress was not made and steps for addressing the issue.
- How data and information were used to make improvement in the project.
- Challenges in collecting data on participants who have completed the program of study.

Grantee Performance Report, Section A: Item A1

- Requests information on several groups of pre-service program participants who:
 - Were served during the **reporting** year,
 - Completed the program during the reporting year,
 - Completed the program the prior reporting year, and
 - Completed the program 3 years prior to the reporting year. (Reported in the Final report only)

Grantee Performance Report, Section A: Item A1 Data Table

A1. Pre-service program participants		
a. Does this project serve pre-service program participants? If “No”, skip to item A2.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	Target	Actual
Pre-service participants served in the NPD program during the reporting year		
b. Number of pre-service participants served in the program during the reporting year.		
c. Number of pre-service program participants who completed the program of study during the reporting year.		
d. Number of pre-service program participants who completed the program of study and were state and/or locally certified, licensed, or endorsed in LEP instruction during the reporting year. <i>Note: If a zero was entered for item A1c, then enter “no completers” (“NC”) for item A1d.</i>		
Pre-service participants who completed the program of study the year prior to the reporting year		
e. Number of pre-service program participants who completed the program of study the year prior to the reporting year.		
f. Number of pre-service program participants who completed the program of study the year prior to the reporting year and were followed after program completion to determine placement status within 1 year of program completion. <i>Note: If a zero was entered for item A1e, then enter “NC” for item A1f.</i>		
g. Number of pre-service program participants who completed the program of study the year prior to the reporting year, were followed by the grantee, and were placed in instructional settings serving LEP students within 1 year of program completion. <i>Note: If a zero was entered for item A1e, then enter “NC” for item A1g.</i>		

Grantee Performance Report, Section A: Item A1 Data Table (continued)

Pre-service participants who completed the program of study 3 years prior to the reporting year		
<i>Note: Grantees should only report items A1h, A1i, and A1j in the Final Performance Report. Grantees should not provide target values for these items only actual data.</i>		
h. Number of pre-service program participants who completed the program of study 3 years prior to the reporting year.		
i. Number of pre-service program participants who completed the program of study 3 years prior to the reporting year and were followed to determine provision of instructional services to LEP students during the reporting year.		
<i>Note: If a zero was entered for item A1h, then enter "NC" for item A1i.</i>		
j. Number of pre-service program participants who completed the program of study 3 years prior to the reporting year, were followed by the grantee, and are providing instructional services to LEP students.		
<i>Note: If a zero was entered for item A1h, then enter "NC" for item A1j.</i>		

Grantee Performance Report, Section A: Item A2 Data Table

A2. Paraprofessionals		
a. Does this project serve paraprofessional participants who are training to work as paraprofessionals and not working toward teacher credentials? If “No”, skip to item A3.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	Target	Actual
Paraprofessionals served in the NPD program during the reporting year		
b. Number of paraprofessional participants served in the NPD program during the reporting year.		
c. Number of paraprofessional participants who completed the program of study during the reporting year.		
d. Number of paraprofessional participants who completed the program of study and met state and/or local qualifications for paraprofessionals working with LEP students during the reporting year.		
<i>Note: If a zero was entered for item A2c, then enter “NC” for item A2d.</i>		

Grantee Performance Report, Section A: Item A3 Data Table

A3. In-service participants		
a. Does this project serve in-service participants? If “No”, skip to Section B.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
b. Does this project have a program of study designed to lead in-service participants to state and/or local certification, licensure, or endorsement in LEP instruction? If, “No”, skip to A3f.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
In-service participants in a program of study that is designed to lead participants to state and/or local certification, licensure, or endorsement in LEP instruction during the reporting year		
	Target	Actual
c. Number of in-service participants served in the program of study that is designed to lead in-service participants to state and/or local certification, licensure, or endorsement in LEP instruction during the reporting year.		
d. Number of in-service participants who completed the program of study that is designed to lead in-service participants to state and/or local certification, licensure, or endorsement in LEP instruction during the reporting year.		
e. Number of in-service participants who completed the program of study that is designed to lead in-service participants to state and/or local certification, licensure, or endorsement in LEP instruction and obtained state and/or local certification, licensure, or endorsement in LEP instruction as a result of the program during the reporting year.		
<i>Note: If a zero was entered f or item A3d, then enter “NC” f or item A3e.</i>		
f. Does this project have a program of study for in-service participants that is not designed to lead to state and/or local certification, licensure, or endorsement in LEP instruction? If, “No”, skip to A3i.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Grantee Performance Report, Section A: Item A3 Data Table (continued)

In-service participants in a program of study that is not designed to lead participants to state and/or local certification, licensure, or endorsement in LEP instruction during the reporting year		
	Target	Actual
g. Number of in-service participants served in the program of study that is not designed to lead to state and/or local certification, licensure, or endorsement in LEP instruction during the reporting year.		
h. Number of in-service participants who completed the program of study that is not designed to lead to state and/or local certification, licensure, or endorsement in LEP instruction during the reporting period.		
For all in-service participants (includes those in a program of study that is designed to lead participants to state and/or local certification, licensure, or endorsement in LEP instruction during the reporting year as well as those that are not)		
	Target	Actual
i. Number of in-service participants (includes those taking part in programs designed and not designed to lead to state and/or local certification, licensure, or endorsement in LEP instruction) who completed the program of study and are providing instructional services to LEP students during the reporting year.		

Reminders

- GPRA Targets and Actual data are reported for each year, not cumulative years.
- Executive Summary reports information for all completed project year (cumulative)
- A3(i)—All projects that produced in-service completers will report on this measure.
- Use raw numbers only in GPRA targets and measures

Reminders

*Number of in-service participants who completed the program of study that **is** designed to lead in-service participants to state and/or local certification, licensure, or endorsement in LEP instruction and **obtained** state and/or local certification, licensure, or endorsement in LEP instruction as a result of the program during the reporting year.*

Number of pre-service participants who completed the program of study and were state and/or locally certified , licensed, or endorsed in LEP instruction during the reporting year.

For data items above report completers who obtained certification. Include information in the *Explanation of Progress* section any challenges in following-up to determine the number of completers certified.

Reminders

- Teleconference for 2011 NPD planned for April—TBA—will post on NCELA website.
- This webinar will be posted on the NCELA website <http://www.ncela.gwu.edu/webinars>
- OELA website for performance report information (in progress)
- <http://www2.ed.gov/programs/nfdp/performance.html>

Performance Report Submission Information

- Before submitting the report, the Project Director should review the performance report and agree with the report data and narrative.
- When submitting the report, the grantee should e-mail the report to their NPD program specialist and include in the e-mail subject line the grantee **grant number**.
- If you need an extension and cannot make the due date, contact your NPD program specialist.

Questions?



NCELA

National Clearinghouse for
English Language Acquisition and
Language Instruction Educational Programs

Thank you

Thank you for participating in today's webinar on "**National Professional Development Grant: Performance Reports**," presented by Cynthia Ryan and Samuel López, hosted by National Clearinghouse for English Language Acquisition, NCELA, located at the Graduate School of Education and Human Development at The George Washington University.

- For more information or if you have additional questions contact:
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or
- If you have additional questions regarding the webinar contact Kathia Flemens, Ph.D. at kflemens@gwu.edu.

Thank you

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